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1906/07

STATE NORMAL SCHOOL
FRAMINGHAM
MASSACHUSETTS

Sixty-seventh Year
1906-7

STATE

NORMAL SCHOOL

AT

FRAMINGHAM, MASS.

ESTABLISHED JULY, 1839.

CATALOGUE AND CIRCULAR

For 1906-1907.

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VIEW IN GROUNDS — MAY HALL.

STATE BOARD OF EDUCATION, 1906.

EX OFFICIO.

His Excellency CURTIS GUILD, Jr., *Governor.*
His Honor EBEN S. DRAPER, *Lieutenant-Governor.*

BY APPOINTMENT.

		TERM EXPIRES
GEORGE I. ALDRICH, A.M.,	*Brookline,*	May 25, 1906.
Mrs. ELLA LYMAN CABOT,	*Boston,*	May 25, 1907.
ALBERT E. WINSHIP, Lit.D.,	*Somerville,*	May 25, 1908.
THOMAS B. FITZPATRICK,	*Brookline,*	May 25, 1909.
CAROLINE HAZARD, A.M., Lit.D.,	*Wellesley,*	May 25, 1910.
JOEL D. MILLER, A.M.,	*Leominster,*	May 25, 1911.
Mrs. KATE GANNETT WELLS,	*Boston,*	May 25, 1912.
CHARLES Q. RICHMOND, A.B.,	*North Adams,*	May 25, 1913.

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BOARD OF VISITORS.

Mrs. KATE GANNETT WELLS, . *45 Commonwealth Ave., Boston.*
THOMAS B. FITZPATRICK, ... *Brookline.*

In Memoriam.

GEORGE H. CONLEY.

The "catalogue and circular" of this year should contain a brief mention of the great loss which has befallen the school through the sudden death of a member of its Board of Visitors, Mr. George H. Conley.

His sympathy with all students, his wide and accurate knowledge of the many problems before them and of the best methods for their solution, his broad views concerning the administration and discipline of normal schools, his high estimate of the profession of teaching and his personal regard for teachers, rendered his services as visitor of great value. Even when he could not visit the school, he was always ready, through correspondence and conference, to advance its interests, especially in regard to the erection of Wells Hall.

INSTRUCTORS.

HENRY WHITTEMORE, PRINCIPAL.

HENRY WHITTEMORE,	School organization and government, pedagogy.
AMELIA DAVIS,	Mathematics and astronomy.
FREDERIC W. HOWE,	Chemistry, physics, dietetics.
AVERY E. LAMBERT,	Biology, nature study and bacteriology.
LOUISA A. NICHOLASS,	Household arts.
ANNIE B. PENNIMAN,	Assistant in household arts, sewing.
LILLIAN A. ORDWAY,	Geography, psychology of childhood, Latin.
MARY C. MOORE,	English language and literature.
ANNA L. MOORE,	History, history of education, civil polity.
MARY H. STEVENS,	French, English.
JANE E. IRESON,	Elocution and reading.
JENNIE E. BOODY,	Drawing.
FREDERIC W. ARCHIBALD,	Music.
MARY BENNETT,	Physical training, physiology.
SUSAN M. EMERSON,	Sloyd.

INSTRUCTORS IN THE PRACTICE SCHOOL.

SUSAN M. EMERSON,	Ninth grade.
ANNA M. ROCHEFORT,	Eighth grade.
LEILA J. WEBSTER,	Seventh grade.
NELLIE A. DALE,	Sixth and fifth grades.
ALICE V. WINSLOW,	Fourth grade.
LOUIE G. RAMSDELL,	Third and second grades.
ELIZABETH A. MALLOY,	First grade.
PHEBE M. BEARD,	Kindergarten.

CALENDAR, 1906-1907.

1906.

Spring vacation of one week.	
April 19,	Patriots' Day.
May 30,	Memorial Day.
June 25,	Graduation.
June 28 and 29, 9 A.M.,	First entrance examination.

MIDSUMMER VACATION.

September 11 and 12, 9 A.M.,	Second entrance examination.
September 13, 9 A.M.,	School year begins.
November 29,	Thanksgiving Day.
December 21, at close of school,	Christmas vacation begins.

1907.

January 7, 9 A.M.,	Christmas vacation ends.
February 11,	Second term begins.
February 22,	Washington's Birthday.
Spring vacation of one week.	
April 19,	Patriots' Day.
May 30,	Memorial Day.
Monday, June 24 (if not changed),	Graduation.
June 27 and 28,	First entrance examination.
September 10 and 11,	Second entrance examination.

SPECIAL NOTICE.

Entrance examinations on the dates given above begin at 9 A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day. Accommodations may be had during the examinations in one of the boarding halls, if pupils are obliged to stay over night. A lunch should be brought by others.

The school is in session every week-day, *except Saturday,* from 9 A.M. to 2.10 P.M.

STATE NORMAL SCHOOL AT FRAMINGHAM.

HISTORICAL.

In pursuance of a resolve of the Legislature of Massachusetts, this school was established at Lexington in July, 1839. It is, therefore, the oldest normal school in America. It was removed to West Newton in 1844, and to Framingham in 1853.

Wells Hall.

This hall, named after the chairman of the Board of Visitors, Mrs. Kate Gannett Wells, by a vote of the State Board of Education was completed ready to be occupied September, 1902. It is connected with the main building, May Hall, by a covered passageway. It adds much to the group of buildings on Normal Hill, while it contributes very greatly to the educational requirements of the school, meeting fully the need for more room which has existed for some time. It is mainly used for recitation rooms for the normal school proper, the only exception being one room given up to the kindergarten. It embraces a spacious drawing room, two large rooms devoted to laboratories, a gymnasium with an adjoining room for baths, recitation rooms for geography, English, reading, a fine room for sloyd, and a sunny room for the kindergarten school. It commemorates fittingly the progress of the school.

Design of the School, stated by the Board of Education.

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the students for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools;

second, of the best methods of teaching those branches; and third, of right mental training.

It is the design of the Framingham Normal School to give: —

1. A review of the studies taught in the public schools.

2. A careful study of the history of education and the school laws of Massachusetts.

3. A study of psychology, for the purpose of ascertaining true principles.

4. A practical application of these principles in teaching.

5. A high estimate of the importance and responsibility of the teacher's work, and an enthusiasm for it.

COURSES OF STUDY.

The school offers four courses, — an elementary course of two years, a three years' course, a special course of one year for experienced teachers and for college graduates, and a course in household arts of three years.

The Elementary Course of Study.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high-school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(*a*) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(*b*) Mathematics, arithmetic and bookkeeping, algebra, plane geometry.

(*c*) History, — history and civil polity of the United States and of Massachusetts.

(*d*) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(*e*) Drawing, vocal music, physical training, manual training.

II. (*a*) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(*b*) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A Third Year for Practice and Study.

The Board of Visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching. Elective studies can be so arranged as to begin early in the course.

Special One Year's Course for Experienced Teachers and College Graduates.

Teachers of successful experience in teaching and graduates of colleges who bring satisfactory testimonials of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and the Board of Visitors, select a course, approved by the principal, from the general two years' course, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

In order to make this course of the largest benefit, a teacher who proposes to enter upon it should have had at least three or four years' successful experience in good schools. The course presupposes that experience has given a sufficient knowledge of methodology and of the principles of education to enable such a teacher to assimilate readily the subject-matter in the branches that she may select, and to grasp quickly the principles involved. A teacher whose experience has not given her this power will fail to derive from this course its full value. Candidates for this course are not required to take entrance examinations.

A THREE YEARS' COURSE IN HOUSEHOLD ARTS.

The Mary Hemenway Department of Household Arts.

The department of household arts was established in Boston, under the name of Boston Normal School of Cookery, by the late Mrs. Mary Hemenway, in 1887. Its graduates easily found positions as teachers in public and private schools and in institutions. Its increasing usefulness in enlarging the profession of teaching is constantly proved. In June, 1898, the trustees of the Mary Hemenway estate offered to the State Board of Education the school, with the very generous proposal that, if the offer was accepted, Mr. Augustus Hemenway, her son, would thoroughly furnish and equip such a department, as a memorial of his mother. Mrs. Louis Cabot and Mrs. Wm. E. C. Eustis, daughters of Mrs. Hemenway, joined with Mr. Hemenway in his benefactions.

The wealth of such a gift and its far-reaching beneficence the Board was quick to appreciate; therefore the offer was most thankfully accepted, and the Normal School at Framingham chosen as the one best fitted to receive it, on account of its nearness to Boston, its two boarding halls and the many grammar schools in the town, from which pupils could be drawn for its practice school.

The transfer to and the establishment of the school at Framingham were made under the direction of Miss Amy Morris Homans, who in person attended to every detail, and through whose fostering care the school had reached its high standing in Boston; and of Miss Louisa A. Nicholass, who had been for a number of years its very able principal, and whose services have been retained.

The Purpose of this Department.

Its principal object is to provide for the adequate training of teachers of various household arts, especially of cookery in its different forms.

There is a pressing need for more broadly trained teachers of household arts in the public schools and in training schools for nurses, and also for persons able to supervise and direct, scientifically, departments in larger institutions. The applications of modern science to every-day life are manifold, and nowhere more important than in the home, — the centre of all normal living.

The largest room in May Hall is appropriated to the school

LABORATORY OF HOUSEHOLD ARTS.

kitchen, provided with portable ranges, an Aladdin oven, a gas stove and gas-heating stands, closets, drawers, dishes and utensils. A scientific library, part of this large gift, is in the main library, for this new department is but a component part of the school.

The alumnæ of the school have taken the word "arts" as the resultant term in the application of science to industry, and have graduated from something more than cooking classes or from schools of domestic science. They have won diplomas from the point of view of education, rather than that of self-support.

Fuller dignity will be won for manual labor when the little child begins to lay the fire and stir the cereals in the school kitchen. Then will each woman know alike how to be employer and employee. Science and economy will aid each other as household tasks grow less, skilfully performed, and school courses of knowledge will increase as demonstration proves that science finds its domain in the home as well as in the laboratory.

The instant the State assumes the right to teach manual training, that moment has it included household arts in such training; while those who are discontented with the non-productive utilities of knowledge see in extension of manual training the road to self-support and patriotic citizenship.

Its Curriculum — Length of Course.

The time required for the completion of this course is three years. Household arts students must be qualified to do satisfactory work in many of the branches taught in the regular two years' normal course. A diploma is given when the course is satisfactorily completed.

It is the aim of the instruction in all branches to teach the student self-reliance, and to equip her with practical knowledge based upon experiment and observation. Judicious training in accurate thinking and working must therefore be the main object of the teacher if the student is to reap the highest benefit from her.

A Detailed Statement of the Courses in Science in the Department of Household Arts.

Physics. — This study has a direct and permanent practical value in household arts. The instruction consists of lectures, recitations and demonstrations upon the fundamental principles of

matter and energy, as brought out in the study of heat, light, sound, electricity and magnetism.

Chemistry. — The courses in chemistry form a progressive series, and are intended to prepare the students in a systematic way for a thorough comprehension of the underlying principles of foods, their cookery, fuels, illuminants, dyeing and cleansing. The instruction begins with a thorough course in general chemistry, followed by qualitative and quantitative analysis, organic and physiological chemistry and chemistry in the home. All of these courses include lecture, class room and laboratory work.

Food and Dietetics. — This subject gives the student a thorough understanding of the economic, nutritive and physiological value of foods, condiments and stimulants, their action and effect, singly and in combinations; and of how to plan dietaries in health and disease, — in fact, it co-ordinates the knowledge obtained in the kitchen and laboratory on a practical basis.

Household Sanitation. — This course deals with the hygienic aspects of the interior and exterior of the home, as brought out in the study of soils, the construction, furnishing, heating, lighting, plumbing, water supply, drainage, ventilation and disinfection of the house.

Instruction in the foregoing subjects is given by Mr. F. W. Howe.

Physiology. — The work in physiology consists of lectures, demonstrations by means of models, and exercises in the laboratory. The structure and functions of the various sets of organs are studied, considerable use being made of the compound microscope in observing the cell structure of the body. The relations of the cells to the various physiological processes are discussed.

Special attention is given to the organization and functions of the digestive system, and to the processes of assimilation and nutrition.

Bacteriology. — A study of bacteria from the economic point of view. The general characteristics of the bacteria are discussed, and their presence in water, milk and food supplies are investigated in the laboratory. Some time is given to the consideration of their relation to disease, to theories of immunity, and to the use of antiseptics.

NORMAL CLASS OF HOUSEHOLD ARTS.

Practical exercises in the isolation and identification of certain forms of bacteria are given, and tests of commercial disinfectants are made.

General Biology. — This course is designed to acquaint the student with the development of structure and function in both plants and animals. Progressively arranged types are observed in the laboratory, proceeding from the simpler to the more complex forms in both kingdoms. The knowledge obtained in this course is intended to serve as a foundation for the more advanced study of physiology and bacteriology.

Instruction in the foregoing subjects is given by Mr. A. E. Lambert.

Outline of Course in Household Arts Laboratory Kitchen.

This course has for instructors Miss Louisa A. Nicholass as director and Miss Annie B. Penniman as assistant.

The subjects which have thus far been described have had to deal with what might be called household sciences. Their practical application finds pre-eminently a place in the household arts laboratory, and their demonstration can be denominated household arts.

To illustrate the character of the instruction provided for in the household arts laboratory, the following outline of courses in the principles and practice of cookery and laundry work is given somewhat in detail.

The work is arranged on educational as well as on technical lines, and therefore affords both theoretical and practical instruction, and is given in a well-equipped household arts laboratory.

The practical work of cookery is presented on the following lines: —

Household or plain cookery, breads, roasts, stews, puddings, pickles.

Advanced cookery, including preserving, canning and the making of jellies, jams and marmalades.

Frozen and fancy dishes.

Special cookery for the very sick (therapeutic cookery), and its application for hospital nurses in training schools.

Principles of Cookery. — The five "food principles" or "nutrients" are carefully considered, viz.: water, mineral matter, car-

bo-hydrates, proteids or albuminous fluids, and fats. The subjects of the course are developed as follows: —

Fuels. — Principles of combustion, conditions for sustaining; use and costs of the ordinary fuels.

Construction of both coal and gas ranges, with practice in the use of such apparatus, and in the building, regulation and care of coal fires.

Principles and experimental work relating to the Aladdin oven.

The chafing-dish.

Foodstuffs. — Introductory. General composition of the human body.

Classification of nutrients needed, and a study of the different food-stuffs as the source of supply.

Milk as a Type. — Experiments to illustrate its constituents and properties.

Water. — Is considered as a cooking medium with experiments. Thermometers are standardized, and used in the boiling water and the cookery of starch, sugar, albumen and fats.

Mineral Matter. — The various salts of food materials.

Carbo-hydrates. — Sources: (*a*) Starch, — composition; experiments; cooking temperature. Practical application to cookery of starchy food-stuffs, as cornstarch, rice, tapioca, sago, macaroni, etc.; the cooking of such starchy food as grains, vegetables; the use of cornstarch and flour in the making of sauces and thickening of soups. (*b*) Sugars, — composition. The cooking of cane sugar; the use of thermometer; the degrees of heat required for different results, as in soft and hard caramel (for coloring soups and sauces); also for soft and hard candies, as in French cream candies or *fondant* and glacé fruits. Practical tests for the same.

Practical applications, including the preparation of dishes containing starch, sugar and fruits in various combinations, are then made.

Proteids or Albuminous Foods. — Albumen: sources; type, white of egg. This subject is studied and experimentally developed by the same general methods as the cookery of starch, and the *principles of its cookery* as applied to the making of various dishes, as soft and hard cooked eggs; poached and baked; combined with milk in other forms, as in creamy eggs; and soft and baked custards

of different kinds. The combination of milk, starchy and albuminous food materials in dishes for breakfast, luncheon or dessert. The cookery of albumen as applied in the cooking of fish, poultry and meat. Methods of their cookery. Objective points. Heat transferred.

In connection with meat cookery the albuminoids are considered.

Albuminoids: sources; gelatine, prepared in the form of soup stocks, brown and white.

Principles and rules for clearing stock. Soups: stock and vegetable; milk and cream. Gelatine dishes: commercial gelatine, kinds, costs and uses; plain jellies; jellies with egg or egg and cream in different combinations, as used in the making of wholesome desserts.

Fats. — Sources: constitution; effects of heat; use and importance in the dietary.

Batter and Dough Mixtures. — (1) Expansion by air and moisture, as affected by heat to make porous. (2) The application of these principles to the preparation of popovers and Yorkshire pudding, wheat and gluten wafers, cream and sponge cake. (3) Expansion of batters and doughs by use of chemicals, as cream of tartar and soda or other acids, or acid salts with the alkaline salt; soda, in combination. Objective points: principles and properties; experiments; application to the preparation of breakfast breadstuffs, gingerbread, desserts and cake. (4) Baking powders; general composition of standard powders; chemical reactions and products, with applied principles of chemistry; formulas, with practical applications to the preparation of breadstuffs, cakes and desserts.

Fermentation. — Fermentation by yeast, and its application to the preparation of bread, rolls and biscuit, also for breakfast muffins and gems. Experimental work with *flour* of different kinds. Individual practice required.

Outline of the Course in Practical Laundry Work.

Examination of fabrics, as cotton, linen, woolen and silk; effect of cold and hot water.

The use of chemicals as cleansing agents; namely, soaps, washing-powders, soda, ammonia and borax.

Removal of stains, as fruit, tea and coffee, iron rust, etc.

Household Linen.— Preparation for the laundry; cleansing, drying and starching, hot and cold processes; folding, ironing; special, embroideries and laces; bluings, kinds, composition (tests with experiments) and use. Application as desired.

A Course in Marketing, Home Nursing, Sewing.

Marketing. — In addition to the foregoing outline of instruction, the students are trained in the preparation of dietaries at given prices for varying numbers of persons, how to judge of meats and how to buy them, by frequent visits to meat shops, where the butcher cuts up the meat before the class, at the same time giving it practical instruction. The students are also required to visit grocery establishments and meat markets, and to make themselves familiar with the supply and demand of staples and their prices.

Each student, by conference with the superintendent of the boarding halls, learns how to prepare the menu for a large family, according to market supplies and prices. She is also expected to take her turn in presiding at the dinner table in one or other of the boarding halls and to carve the meats.

As the boarding halls offer ample facilities for the demonstration of the science of household arts in daily living, the seniors of this department are expected to further qualify themselves as teachers of household arts or as superintendents of institutions, by practical personal attention to the details of housekeeping and cookery at Normal Hall for three weeks. Normal Hall has about thirty-five inmates. Here the student, after her instruction in the kitchen of May Hall, has an opportunity to study in another form the problem of providing food for households. She here makes use of her knowledge obtained in her household arts, and enlarges upon it. The problem which Normal Hall furnishes is not too large for her to grasp. She studies the existing conditions of service, the character, amount and cost of all kinds of food, and cooks at different times certain dishes for the tables.

This active participation in the affairs of this kitchen not only benefits the student in a most marked degree, but there has been noticed, as a result, an improvement in the food served in the hall.

The evening hours of the boarding hall life afford opportunity

PRACTICE CLASS OF HOUSEHOLD ARTS.

for counsel and friendship, and the further study of subjects not provided for in the days' schedule, such as basketry, advanced sewing, conferences on household economics and study of plans and specifications of building, without curtailing the liberty or pleasure of the students.

Cost of Living. — Evening conferences will be held occasionally, when various objects connected with home life will be discussed, such as proportionate cost of rent, fuel, light, water, furniture, etc., in relation to income.

Plans. — A few elementary lessons in the study of plans and specifications of building will also be given, to enable the pupils to understand working drawings.

Book-keeping. — The pupils will also be instructed in the simplest elements of book-keeping, such as would be necessary in the position of matron or superintendent of boarding halls or public institutions.

Home Nursing. — A course in "first aid" and in home nursing is given by Miss Bennett, the instructor of physical culture, and by a trained hospital nurse.

Sewing. — The household arts students also are given instruction in a systematic course of sewing and elementary dressmaking, to fit them to teach such courses in the public and other schools. Practice is given in all the various stitches upon pieces of suitable material, and practical application made to the preparation of household linen or garments. A study of fabrics is made, with a view to their nature, manufacture, characteristics, values and uses. The course in dressmaking is designed to teach pupils to measure and draft patterns, and to teach the best method of making garments from patterns. Miss Annie B. Penniman is instructor.

Practice School for the Department of Household Arts.

The practice school for this department is made up by a nurses' class from the Framingham Hospital and pupils from the high and children from the sixth, seventh, eighth and ninth grades from the town schools. These pupils constitute a number of classes, and are under the care of and are taught by the seniors of this department. Each senior has charge of one class during the year, and she thus has ample opportunity to make a practical application of

her own acquirements and to learn how to instruct others. The members of the junior class are obliged to act as assistants to the seniors when they are teaching, and to aid in the instruction and general management. In this way the juniors have a year's observation to prepare them for the work of teaching in the senior year.

Probably no department of household arts in the country has better facilities for teaching than the Mary Hemenway department.

Requirements for Admission to the Department of Household Arts.

All the requirements for admission to the normal school in regard to examinations, tuition, testimonials, and such rules and regulations as are from time to time given for the conduct of the school, are the same as in the regular department.

Outline of the Three Years' Course of the Department of Household Arts.

First Year.	Second Year.	Third Year.
Cookery, — principles and methods.	Cookery, — advanced course. This includes cookery for the sick.	Cookery or practical dietetics. This includes making of menus, preparation of dinners, observation and cooking in the boarding halls, marketing and keeping of accounts.
General chemistry,	Quantitative and organic chemistry.	Food and dietetics.
Physics, biology, .	Physiology, . .	- - -
Sewing, . . .	Advanced sewing, .	Bacteriology.
Drawing, . . .	Drawing, . . .	Drawing as applied to household decoration and mechanical drawing.
Gymnastics, . .	Gymnastics, . .	- - -
French, . . .	French, . . .	Household sanitation.
English, . . .	English, . . .	What to do in emergencies.
- -	Laundry, . . .	- - -
- -	Psychology, . .	Pedagogy.
- -	Teaching in the practice school.	Teaching in the practice school.

REQUIREMENTS FOR ADMISSION TO THE REGULAR TWO YEARS' COURSE.

General Statement.

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined: —

1. By their standing in a physical examination.
2. By their moral character.
3. By their high school record.
4. By a written examination.
5. By an oral examination.

Physical Examination.

The State Board of Education adopted the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even*

though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

Written Examinations.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*) : —

I. *Language.* — (*a*) English, with its grammar and literature, and (*b*) either Latin or French.

II. *Mathematics.* — (*a*) The elements of algebra and (*b*) the elements of plane geometry.

III. *United States History.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science.* — (*a*) Physiology and hygiene and (*b* and *c*) any two of the following: physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music.* — (*a*) Elementary, mechanical and freehand drawing, with any one of the topics, — form, color and arrangement, and (*b*) music.

Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experi-

ence, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

General Requirements in English for All Examinations.

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

Special Directions for the Written Examinations.

I. Language.

(*a*) *English.* — The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England and now quite generally adopted throughout the United States.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book *properly certified by his instructor,* containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are: —

1905–1908. — Shakespeare's *Macbeth* and *The Merchant of Venice; The Sir Roger de Coverley Papers* in *The Spectator;* Irving's *Life of Goldsmith;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe* and *The Lady of the Lake;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong. The books set for this part of the examination will be: —

1905–1908. — Shakespeare's *Julius Cæsar;* Milton's *Lycidas, Comus, L'Allegro* and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essay on Addison* and *Life of Johnson.*

(*b*) *Either Latin or French.* —The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

The Conference on Uniform Requirements in English for Admission to College, on whose recommendations the foregoing lists of books in English and directions for study are based, advises —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken partly from the pre-

scribed books and partly from the students' own thought and experience.

7. That each of the books prescribed for study be taught with reference to (*a*) the language, including the meaning of the words and sentences, the important qualities of style and the important allusions; (*b*) the plan of the work, *i.e.,* its structure and method; and (*c*) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

II. Mathematics.

(*a*) The elements of algebra through affected quadratic equations.

(*b*) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

III. United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history so far as this history bears conspicuously on that of the United States.

IV. Science.

(*a*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more

obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*b* and *c*) *Any Two of the Following Sciences, — Physics, Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

The correlation of drawing with other subjects as a natural mode of their expression is progressively taught.

Studies from nature and in design and an elementary knowledge of schools of art are also required.

(*b*) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

Importance of Adequate Preparation.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the

elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

Equivalents.

Special cases that raise questions of equivalents will be considered on their merits.

Successful experience in teaching is taken into account in the determination of equivalents in the entrance examinations, and reasonable allowance in equivalents is made in case the candidate, for satisfactory reasons, has not taken a study named for examination.

Division of the Examinations.

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

II. Mathematics.
III. United States History.
IV. Science.
V. Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

_____ has been a pupil in the _____ School for _____ years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

_____

_____

Signature of principal or teacher, _____

Address, _____

The group known as I. Language must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as IV. Science should also be so reserved.

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

Other Requirements for Admission.

1. *Intention to teach.* — Candidates must declare their intention to complete the course of study in the school, if possible, and afterwards to teach in the public schools of Massachusetts for at least one year.

2. *Tuition.* — To persons who live in Massachusetts tuition is free; but persons from another State than Massachusetts, attending a normal school supported by this State, shall pay at the beginning of each half-year session, to the principal of the school attended, the sum of twenty-five dollars for the use of the school.

3. *Examinations* for admission take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) Copies of examination papers will be sent on application.

Classes are formed only at the beginning of the fall term.

A DETAILED STATEMENT OF THE BRANCHES TAUGHT IN THE REGULAR TWO YEARS' COURSE.

Mathematics and Astronomy.

Junior Year.

Arithmetic. — The work consists of a detailed study of a course in arithmetic, in the grades from the primary to the grammar inclusive. This study includes the selection of subjects to be taught, their arrangement in a logical order, and their presentation in accordance with the recognized principles of teaching. The cul-

ture side of arithmetic is developed in its application to problems relating to industrial, commercial and national life.

Senior Year.

1. *Algebra.* — The aim of this work is to enable the normal student to teach the elements of algebra to children in the ninth grade, in such a way that they will understand the reasons for the processes, instead of merely being able to perform them. The manner of developing the subjects makes the transition from arithmetic to algebra easy and natural.

2. *Geometry.* — Some attention is given to work in form and observational geometry, which is adapted to children in the lower grades. The greater part of the time is given to Spencer's "Inventional Geometry," which is adapted to pupils in the seventh, eighth and ninth grades. This work not only prepares the normal student for her future teaching of geometry, but throws light upon what she has already done in the study of demonstrative geometry.

3. *Astronomy.* — This work consists of a course in astronomy adapted to the grades from the primary to the grammar inclusive. It includes a study of the constellations and planets with and without an opera glass, the relation of the mythological stories, and the drawing of the mythological figures associated with the constellations. The aim is to arouse an interest in common celestial phenomena, and to lead to explanations which are within the child's power of comprehension. In addition, each student makes a study of some special topic, and presents it, in the form of an illustrated lecture, to her class.

Instruction in the foregoing subjects is given by Miss Amelia Davis.

Natural Sciences.

Mineralogy. — The course in mineralogy is designed to acquaint the student with the more familiar minerals and rocks, by means of lectures, reference reading and laboratory work. The principles of crystallization and the physical characteristics which lead to the identification of the common minerals are considered. In the study of rocks attention is paid to the principles of rock formation, the

differences between igneous, sedimentary and metamorphic rocks, and the means by which they may be identified.

Botany. — The purpose of this course is to give the student some knowledge of the structure and functions of plants. Special attention is given to the laws of plant growth and to their economic applications. The work consists of readings, lectures and exercises in the laboratory and garden. Emphasis is laid upon the relation of the garden to the school and home, both from the practical and æsthetic point of view.

Zoölogy. — The object sought in the study of zoölogy is to acquaint the student with the general conditions of animal life, to afford a preparation for nature study and to lay a foundation for intelligent reading in the subject. Types of the principal groups of the animal kingdom are studied in the laboratory, special attention being given to those forms which the student is most apt to meet in daily life. The behavior of animals and their relations and uses to man are discussed. Considerable time is given to the study of birds during the spring months.

Instruction in the foregoing subjects is given by Mr. A. E. Lambert.

Geography and Psychology.

Geography. — The course in geography is designed to bring to the student's attention and study the earth as an organism. Special attention is given to man living on the earth, and the agencies operating to make his life what it is in different sections. Meteorology, climatology, study of soil, slope and drainage, how man lives in different parts of the earth, with his industrial and commercial relations to other sections, together with the study of a graded course in geography and the actual practice in working out this course with children, make up the bulk of the work.

Psychology. — The course in psychology extends over the first half of the senior year. It consists of a series of lectures and conferences, designed to give a knowledge of the fundamentals of psychology, with a study of the development of the child's mind. The conferences are based upon observation of the children with whom the students come in contact in the home and in the school. An

immediate application of the course is made in framing and studying courses of study and the daily program of the common school.

Instruction in the foregoing subjects is given by Miss Lillian A. Ordway.

English.

Junior Year.

Class Work. — (1) Training in oral English, as story-telling, and the reproducing of articles from standard current magazines. (2) Grammar, with special attention to a logical and simple presentation of the subject to children. (3) Discussion of work to be done in each of the elementary grades, and the making of plans for lessons. (4) Criticism of written work, with incidental instruction in the principles of composition.

Individual Work. — (1) Short themes, based on observation and experience. (2) Reading of literature suitable for use in elementary schools. (3) Training in the use of a library.

Senior Year.

Class Work. — (1) "Words and their Ways in English Speech." (2) Discussion of plans for teaching English. (3) Literature.

Individual Work. — (1) Literature: each student chooses an author, whose works she studies as far as she is able. (2) Themes based upon reading and upon some phase of school life.

Instruction in the foregoing subject is given by Miss Mary C. Moore.

History.

Junior Year.

United States History. — The first year is devoted to the study of American history and civil government. The aim of the course is to give the student a comprehensive knowledge of the great movements of American history, to make her familiar with historical works and teach her to use them correctly, and to show her the purpose and methods of history teaching in the grades. Current events are discussed, special topics investigated, and maps, pictures and other materials prepared for the student's future use as a teacher.

Senior Year.

1. *English History.* — A careful study is made of the Tudor and Stuart periods, especially in their relation to American history. The course includes lectures on the Anglo-Saxon invasion, the most important features of the constitutional history of England prior to 1485, and the development of democracy in England since 1688.

2. *History of Education.* — This course considers the history of education in Massachusetts; the work of the United States Bureau of Education since its establishment; and, finally, certain European movements in education, such as the work of Comenius and Pestolozzi.

Instruction in the foregoing subject is given by Miss Anna L. Moore.

READING.

The course in reading consists of physical and vocal exercises, for the development of the lung power and voice; sight reading; phonics; methods of presenting the subject of reading in grade work; interpretation of prose and poetry of standard authors. To obtain an understanding of the dramatic element in literature, selected plays of Shakespeare are read, studied, memorized and acted.

Instruction in the foregoing subject is given by Miss Jennie E. Ireson.

DRAWING.

The aim of the course in drawing is both æsthetic and industrial; to give an appreciation of beauty in nature and art, and also the ability to use drawing as a ready medium of expression, with a working knowledge of such subjects as may be taught. Throughout the course the subjects chosen are related to the work of the school in other branches of study, and to drawing as adapted to the primary and grammar grades of the public schools. Instruction is given in mechanical and free-hand drawing; in elementary perspective; in pose and blackboard drawing; in form, color and arrangement; in simple problems in design; and in free-hand drawing with pencil, water color, brush and ink, and with colored chalks.

Instruction in the foregoing subject is given by Miss Jennie E. Boody.

Music.

Junior Year.

1. Technical training in elementary notation, sufficient to teach in public schools; voice training, to enable students to sing correctly; ear training, to enable students to hear correctly; individual singing to give confidence and train the voices; sight reading, to give power to use quickly their knowledge of music.

2. Scales; keys in major and minor, using the G and F clefs; major and minor intervals in melodic and harmonic relations; chords; chromatic tones; two, three, four and six part rhythms, with division and sub-division of beat; syncopations; tone production, developing a pure, clear tone, and an appreciation of a musical tone; tone perception, through the listening to piano or voice, playing or singing simple melodies. Individual singing, in the practical application of the above, including sight-reading exercises as often as time permits.

Senior Year.

Practical application of junior year work to public school music. Principles of presenting music to children under the following special topics: rote songs; tone production; monotones; scales; intervals; rhythm; major and minor keys; chromatics; chords; notation; one, two, three and four part singing; phrasing; song interpretation; study of composers. Practice in teaching the above in regular classes, also in the graded schools connected with the practice school.

One period weekly is given to general exercises in music, when the following subjects are considered: (*a*) A course in conducting, as applied to work with classes in singing; practice in the same. (*b*) Musical appreciation, through the listening to music of the master composers, and the study of music forms. The pianola is used in this course. (*c*) Chorus singing. A glee club meets weekly for rehearsal, and is open to all through competitive examinations.

Instruction in the foregoing subject is given by Mr. F. W. Archibald.

Physical Training.

All students are obliged to take exercises in the gymnasium, under the direction of the instructor in gymnastics, during the entire course.

The object of this work is two-fold: first, to keep the student in the best physical condition possible, through her own efforts, aided by the constant supervision of the instructor; second, to prepare her to carry on the work in the schools in which she will teach.

During the first year the work consists of gymnastics, games, theory of gymnastics and practice teaching; the second year, gymnastics, games and æsthetic dancing.

There is also given a course of practical instruction in the "emergencies" of the home and school, and in the detection and recognition of diseases, especially those which are considered contagious.

In addition to the regular gymnasium work, much attention is paid to the out-door life of the students. Each student is expected to take a certain amount of exercise out of doors every day. To help make this requirement pleasant and profitable, an opportunity is given for playing tennis, basket ball, field hockey and tether ball.

The gymnasium suit consists of full bloomers and a perfectly loose shirt waist of some dark material, preferably black serge, India twill or mohair. Further information in regard to these suits will be given at the time of the June and September examinations.

Instruction in the foregoing subject is given by Miss Mary Bennett.

EXPENSES, BOARD, ETC.

Books. — Text-books and reference books are furnished; the only expense is for stationery and some drawing material. Students are occasionally advised to buy a book which is thought to be indispensable as a part of their outfit as a teacher. Such books are furnished at cost. Students who are to live in the boarding halls are advised to bring such text-books as they have which are of *recent* publication.

Boarding Halls. — There are upon the school grounds two boarding halls, Crocker Hall and Normal Hall, which are made

VIEW IN GROUNDS—LUCRETIA CROCKER HALL.

as homelike as possible. They are heated by hot water, lighted by electricity, furnished with the best sanitary and lavatory arrangements of hot and cold water, and supplied with pure drinking water. Each hall has two parlors set apart for the use of the students, one as a reception room for friends who call, the other for the sole use of the students. The students' parlors have each a piano, also a small library.

Those who intend to room in one of the boarding halls must make application for a room as soon as it has been decided to enter the school. This will be of great assistance in assigning rooms, and make it positive that the applicant has a room.

Price of Board. — The price of board is $160 a year, $80 per term. This includes everything. It must be paid as follows: $40 at the beginning and $40 at the middle of *each* term. (For term see calendar.) In case of illness or *unavoidable* absence, the expense of board, for a limited period, is shared between the State and the student.

These rates are made on the basis that two students occupy one room. An extra charge is made when a student has a room to herself.

Parents and guardians are requested to make all payments for board, by checks or otherwise, to J. H. Hurd, cashier.

The principal lives at Normal Hall, where also, as in Crocker Hall, reside several teachers. The principal has charge of both houses.

What Students are to furnish. — Students who board in the halls must furnish their own towels, table napkins and bed linen. The bed linen should be two complete sets for single beds, the pillow-cases one-half yard wide, the sheets two and three-quarters yards long and only one and one-half yards wide. These measurements are exactly suitable for the single bed in use. Students must bring a laundry bag.

Every article which goes into the laundry must be *very distinctly and permanently marked* with the owner's name. Trunks, also, must be marked so as to be easily identified.

State Aid. — The rule of the State Board of Education in regard to State aid is as follows: Aid is not furnished during the first term of attendance. Applications for this aid are to be made

to the principal in *writing,* and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid. State aid to students in the normal schools shall be distributed to the several schools according to the number of applicants therein; but the selection of the recipients shall be made from such students as are in good and regular standing. In this distribution of State aid the pupils who live in towns where normal schools are situated shall not be considered as entitled to any portion thereof.

PRACTICE SCHOOL FOR THE REGULAR DEPARTMENT.

All the schools in the village of Framingham Centre have been put under the charge of the Board of Education for a training school, through the courtesy of the school committee of Framingham.

As in these schools there are all the grades below the high school, the students have an opportunity for observation and actual teaching under the care and criticism of experienced and interested teachers. During the senior year each student has twelve weeks of teaching and observation. In this time she becomes familiar with the work in nearly all the nine grades. Many of the graduating class have an opportunity to substitute and assist in schools of Framingham and the neighboring towns.

The practice school is directly related to all the work in the normal school proper, and the students are taught to carry out the principles of teaching which they have learned in the class rooms in the normal department. The work in these schools forms an important part in the education of the students.

REGULATIONS.

Students in a normal school who are preparing to become teachers should be able and willing to control themselves. They should be practically interested in working out problems of self-government, and should make rules and regulations absolutely unnecessary. The principal of the school desires to allow the greatest possible freedom of action in all particulars. There are, therefore, but a few simple rules, such as obtain in any well-regulated family.

EMERGENCY INSTRUCTION.

During 1906–1907 a course of practical instruction will be given in the "Emergencies" of the home and school, and in the detection and recognition of school diseases, especially those which are considered contagious.

LUNCH ROOM.

As a large number of the students who come to the school each day by steam or electric cars do not care to go to the boarding halls for their lunch, two rooms in May Hall, the school building, have been fitted up for their use. Here they will be provided *at cost* with hot cocoa, different kinds of soups, rolls and fruit to supplement their own lunch.

There is also a large galvanized heater, in which the students can keep warm the lunches they bring from their homes. Much insistence is placed upon the daily necessity for a simple, warm, healthful lunch, eaten in a pleasant room in company with others.

EMPLOYMENT.

There is a constant demand for *good* teachers. A student, to graduate, must meet, in her academic and practice school work, certain requirements. If these requirements are fully met, there is no difficulty whatever in finding employment.

VISITORS.

The school is always open to the public. Parents and guardians are cordially invited to visit it often. School committees, superintendents and teachers also are especially invited to visit the school and make themselves familiar with its work. They will be welcome at all times.

Committees are requested to ask for the diplomas of applicants for schools who represent themselves as graduates of this school.

For circulars or further information, also for board in the boarding halls, address the principal at Framingham.

GRADUATES OF THE MARY HEMENWAY DEPARTMENT OF HOUSEHOLD ARTS.

Class of 1899.

Daniels, Ada Eudora,	Supervisor of cookery in district schools of Hartford, Conn.
Driver, Mary A.,	Mrs. William S. Pirie.
Flint, Bertha Winthrop,	Mrs. Charles Lane Hansen.
Macomber, Betsey Apthrop,	Instructor of homemakers' course, Garland Kindergarten Training School, Boston, Mass.
Noyes, Martha B.,	Teacher of domestic science, Alta Social Settlement, Cleveland, O.
Palmer, Elizabeth Downer,	Instructor of household economics department, Simmons College, Boston, Mass.

Class of 1900.

Brigham, Clara,	Mrs. Arthur P. Bennett, Hartford, Conn.
Burbank, Annie Florence,	Instructor of domestic science, School of Manual Arts, Howard University, Washington, D. C.
Burrage, Emeline,	Mrs. James H. Barnard, Norwell, Mass.
Byington, Grace Whitney,	Principal of domestic science in the Hackley Manual Training School, Muskegon, Mich.
Clark, Charlotte Frye,	Teacher of cookery, Boston public schools.
Holbrook, Florence,	Teacher of cookery, superintendent of dining hall, for Plymouth Cordage Company, Plymouth, Mass.
Hunter, Susan Bullard,	Teacher of cookery, public schools, Waltham, Mass.
Lake, Mary Mills,	Teacher of domestic science, public schools, Medford, Mass.
Russell, Mary,	Mrs. Ernest G. Adams.
Spring, Mary Starr,	Mrs. Otto L. Schofield.

Class of 1901.

Chandler, Mabel W.,	Teacher of cookery, public schools, New Bedford, Mass.
Conant, Mabel E.,	Mrs. Ethelbert H. Gartrell, deceased.
Phillips, Amy F.,	Teacher of cookery, public schools, Nashville, Tenn.
Rochford, Minnie E.,	Teacher of cookery, public schools, Boston, Mass.
Tower, Alma Louise,	Private work.
Woodward, Ellen Dale,	Teacher of domestic science, public schools, Springfield, Mass.

Class of 1902.

Alden, Priscilla E,	Private work.
Ballantyne, Irene Edson,	Instructor of domestic science, Training School for Nurses, Waltham, Mass.
Browning, Elizabeth,	Dietitian in Hartford hospital.
Came, Clara Louise,	Mrs. Edward Draper Jerome.
Eddy, Edith Elizabeth,	Mrs. John Gilbert Andrews.
Elder, Lucy May,	Student at Simmons College, Boston, Mass.
Filoon, Kathryn Harrison,	Teacher of domestic science, public schools, Washington, D. C.
Fitts, Alice Miriam,	Teacher of domestic science, Norwich Free Academy, Norwich, Conn.
George, Nina M.,	Instructor of cookery, public schools, Boston, Mass.
Hurd, Edythe F,	In charge of Vacation House, South Framingham, Mass.
Maddocks, Mildred,	Assistant Editor "Good Housekeeping."
Palmer, Elizabeth P.,	Instructor of household arts, Normal School, Boston, Mass.
Nagle, Ina J.,	Mrs. Caroll H. Perkins, instructor Y. W. C. A. Domestic Training School, Grand Rapids, Mich.
Sweet, Anne M.,	Mrs. Ernest Alden Wells.
Willcox, Mary St. John,	Teacher of cookery, public schools, Fairhaven, Mass.

Class of 1903.

Henry, Ella,	Teacher of domestic science, public high school, Denver, Col.
King, Lucy Katharine,	Teacher of cookery, Morton Hospital and Taunton Insane Hospital, Taunton, Mass.

Mudge, Hope Rawson,	Teacher of cookery, public schools, Haverhill, Mass.
Penniman, Annie Blanche,	Assistant in household arts, State Normal School, Framingham, Mass.
Rose, Flora,	Assistant in domestic science department, Kansas Agricultural College.
Stone, Pauline Kingsbury,	Mrs. Prescott Spaulding Hill.
Staples, Clara Goodwin,	Instructor of cookery and sewing, public schools, South Manchester, Conn.
Sherman, Marguerite,	Private work.
Williams, Margaret,	Instructor of domestic science, Cambridge School of Nursing, Cambridge, Mass.

Class of 1904.

Atkinson, Jessie A.,	Assistant teacher of cookery, public schools, Haverhill, Mass.
Bates, Sarah Loveland,	Teacher of cookery, St. Augustine's Mission School, New York, N. Y.
Brooks, Lillian Carter,	Teacher of domestic science, Framingham Hospital, Framingham, Mass.
Carpenter, Winifred M.,	Instructor of household arts, Foulke & Long Institute, Eden, Bucks County, Pa.
Cooke, Amelia Avery,	Instructor of cookery and sewing, public schools, Hartford, Conn., private classes in Hartford and Meriden, Conn., Springfield Hospital, Springfield, Mass.
Cutler, Edna Mary,	Dietitian in Bellevue Hospital, New York, N. Y.
Farnham, M. Lola,	Student at Training School for Nurses, Framingham Hospital, Framingham, Mass.
Parsons, Marion Wilder,	Assistant superintendent of domestic science, College Hall, Wellesley College, Wellesley, Mass.
Soper, Henrietta Isabelle,	Instructor of cookery and housekeeping, Girls' and Boys' Industrial School, under Mrs. Q. A. Shaw, Roxbury, Mass.
Wade, Theresa Lillian,	Matron, Memorial Hospital, Worcester, Mass.
Walker, Julia Esther,	Instructor of laundry, Farm School, Thompson's Island, Boston, Mass.
Welling, Frances Searle,	Teacher of domestic science, public schools, New York, N. Y.
Whitaker, Sarah Bartlett,	Instructor in domestic science and dressmaking, Burnham School, Northampton, Mass.

Class of 1905.

Bayley, Agnes H.,	Private work.
Greene, Stella Sarah,	Teacher of cookery and sewing, Industrial School, Florence, New Jersey.
Hayden, Florence M.,	Instructor of therapeutic cookery, New England Baptist Hospital, Roxbury, Mass.; cookery and sewing, "Free Reading Rooms," Waltham, Mass.
Newton, Ruby Harriet,	Student at Simmons College, Boston, Mass.; private work.
O'Brien, Clara Jane,	Assistant in domestic science, high school, Brookline, Mass.
Ross, Bella J.,	Teacher of household arts, Massachusetts School for Feeble-minded, Waverley, Mass.
True, Margaret L.,	Teacher of cookery, public schools, Denver, Col.
Warren, Cora F.,	Teacher of cookery and sewing, assistant matron, in the American School for the Deaf, Hartford, Conn.

List of Students.

SENIORS.

Aldrich, Florence Norcross,	Milford.
Armsby, Grace Schofield,	Whitinsville.
Asher, Leah Grace,	Worcester.
Asher, Ruth,	Worcester.
Avery, Lucy Caroline,	Whitinsville.
Ayer, Elizabeth Port,	Old Saybrook, Conn.
Bailey, Elsie Edna,	South Sudbury.
Baker, Mabel Elizabeth,	Northampton.
Beck, Marie Louise,*	Framingham.
Bishop, Nellie Katherine,	Wellesley Hills.
Briggs, Lena May,	North Brookfield.
Britton, Sarah Taft,	Linwood.
Cain, Marguerite M.,*	West Upton.
Calden, May Frances,	Newton Lower Falls.
Carlson, Ida Alvina,*	West Brookfield.
Carter, Mary Adelaide,	Sherborn.
Cauley, Mary Winifred,*	Boston.
Cauley, Sarah Louise,*	Boston.
Clark, Mabelle Wellman,	Hyde Park.
Clinton, Nilla G.,	Walpole.
Colburn, Martha Emma,	Dover.
Connorton, Ellen Teresa,	Concord.
Corey, Helen Hortense,	Northborough.
Crawshaw, Elsie Hannah,	Framingham.
Crummett, Grace May,*	Haverhill.
Cushing, Elizabeth Burton,*	Boston.
Cushing, Elizabeth Richardson,	Southborough.
Cutler, Martha Evangelina,	Natick.
Dow, Ula,*	Manhattan, Kan
Ellis, Marian Drew,	Medford.
Farrington, Mary Elizabeth,	Concord.
Fletcher, Florence Annie,	Newton.
Forbes, Carrie Edith,	South Framingham.

* In department of household arts.

Foster, Alice Josephine,	Needham.
French, Lucile Grace,*	Somerville.
Gallagher, Irene Kathryn,	Milford.
Garritt, Harriett Bolles,	South Framingham.
Garvey, Agnes Louise,	Concord Junction.
Godfrey, Gratia Lucretia,*	Hampton, N. H.
Goodnow, Gladys Bixby,	Fairhaven.
Gregg, Winnifred Philomena,	Natick.
Hall, Mildred Lisbeth,*	East Hampton, Conn.
Harrison, Rachel,	Waban.
Heagney, Catherine,	Clinton.
Howarth, Kathryn Evangeline,	Holliston.
Johnson, Annie Christine,	Concord.
Jones, Clare Louise,	Quincy.
Kattelle, Fannie Marjorie,	West Newton.
Kelley, Mary Magdalene,	South Natick.
Keyes, Sara Caroline,	Princeton.
Lang, Anna Jeannette,	Boston.
Law, Mary Elizabeth,	Medway.
Lawrenson, Mabel,	West Newton.
Livermore, Olive Boynton,*	Wilton, N. H.
Loughlin, Helen Loretta,	Concord.
MacMahon, Cecelia Cyril,	Clinton.
Mague, Emily Elizabeth,	West Newton.
Moore, Florence May,	Princeton.
Morash, Bertha Amanda,	West Newton.
Mosher, Dorothy Louise,	Waltham.
Moynihan, Margaret Alice,	Marlborough.
Mulcahy, Mary Josephine,	Hyde Park.
Murphy, Mary Catherine,	Framingham.
Nichols, Alice May,	South Framingham.
Nickerson, Elizabeth Churchill,*	Newtonville.
Pingree, Elizabeth Nelson,*	Auburn, Me.
Pipping, Elizabeth Carolyn,	Dedham.
Pond, Florence Edith,	Ashland.
Proctor, Ethel Elizabeth,	Marlborough.
Ranahan, Mary Florence,	Milford.
Richardson, Florence Nellie Emily,	Northborough.
Richardson, Elizabeth Hale,	Northborough.
Rose, Florence Minette,	Concord
Savage, Elizabeth Agnes,	Whitinsville.
Seavey, Sibbell G,	Natick.
Sheridan, Annie,	Wellesley Hills.

* In department of household arts.

Simpson, Marion Faustina,*	Framingham.
Smith, Annie Wallace,*	Cambridge.
Somes, Ida Mabel,	Waltham.
Stafford, Estella Clare,	Millbury.
Stone, Amy Alberta,	West Medway.
Thayer, Bertha,	Bellingham.
Thibodeau, Florence Ruby,	Waltham.
Tomlin, Queenie,	Northampton.
Turner, Mabel Ruth,*	Greenfield.
Videto, Clara Cooke,	South Framingham.
Wells, Mary Elizabeth,	Boston.
West, Elinor Howe,	Princeton.
Whipp, Annie Amelia,	Cambridge.
Willis, Clara,*	New Bedford.
Witt, Irene Anna,*	Denver, Col.

JUNIORS.

Ainsworth, Bertha Marietta,	Grafton.
Babcock, Ruth Louise,	Westborough.
Barnes, Grace Ethel,*	South Framingham.
Bassett, Ethel May,	Taunton.
Bishop, Persis Maude,	North Sudbury.
Blake, Elsie H.,*	Springfield.
Blood, Grace F.,*	Medfield.
Boyd, Mina A.,	Newton Centre.
Brewster, Ethel N.,	Auburndale.
Bridges, Edith Lydia,	South Framingham.
Brown, Mary E.,	Framingham.
Brush, Mary Judson,*	Greeley, Col.
Buckley, Katherine E.,	Marlborough.
Carroll, Mae R.,	West Newton.
Carter, Edna F.,	South Lincoln.
Clarke, Dorothy Prentiss,*	Haverhill.
Clarke, Madeleine Johnson,	Marlborough.
Collins, Winifred Lenora,	Hudson.
Colman, Martha Elizabeth,	Merrimacport.
Congdon, Louisa Witherby,	Mendon.
Cromb, Mabel Louise,	Mendon.
Curliss, Louise J.,	Mendon.
Dale, Annie J.,	Waitsfield, Vt.
Decker, Mary,	Newton Centre.
Dennis, Carolyn A.,	Newton Lower Falls.

* In department of household arts.

Dever, Margaret M.,*	Roxbury.
Dolan, Alice L.,	Natick.
Dorney, Lillian Burnedetta,	Newton.
Dockendorff, Mabel Edna,	Marlborough.
Drinkwine, Emma M.,*	Shrewsbury.
Ely, Margaret L.,	St. Johnsbury, Vt.
Fair, Ellen Elizabeth,	Natick.
Fisher, Pearl Marguerite,	Fall River.
Gavin, Mary Magdeline,	Natick.
Gerald, Annie Prouty,	Upton.
Glover, Ethel Harlow,	Watertown.
Graham, Alice Helena,	South Framingham.
Graham, Mary E.,	South Framingham.
Greene, Jessie M.,	Berlin.
Gregg, Bridget Theresa,	Natick.
Greeley, Julia Winifred,	Merrimacport.
Griffin, Alice Norton,	Waltham.
Hall, Monica L.,	Waltham.
Hall, Rita Katherine,	Newton.
Hamilton, Easter,*	Newton.
Hart, Laura Alice,	Needham.
Hayden, Ethel May,	Newton Lower Falls.
Healey, Mary Winifred,	Whitinsville.
Healey, Gertrude May,	Waltham.
Higgiston, Grace,	Milford.
Hodges, Maude A.,	Foxborough.
Holden, Elizabeth Binney,	Westborough.
Horne, Marion,	Framingham.
Hurley, Elizabeth Laurentia,	Marlborough.
Johnson, Esther Elizabeth,	Hadley.
Kenyon, Alice Starratt,	Sudbury.
Killeen, Delia Agnes,	South Natick.
Killelea, Teresa Bernardine,*	Worcester.
Kingsbury, A. Marian,*	Greenville, N. H.
Kilmain, Joanna Mary,	Wellesley.
Lally, Anna Elizabeth,	Waltham.
LeBrun, Cecelia,	Marlborough.
Leland, Edna Josephine,	South Framingham.
Leonard, Florence Louise,*	Somerville.
Leonard, Martha Frances,	Waltham.
Macdonald, Annie Loretta,	Natick.
McAdams, Helen Isabelle,	Fall River.
Messenger, Hazel,	Huntington.

* In department of household arts.

Messenger, Martina Frances,	Huntington.
Moore, Grace Mildred,	Marlborough.
McCann, Elizabeth Veronica,	Worcester.
McConnachie, Margaret Helene,	Milford.
McKenna, Helen Grace,	Hyde Park.
McMullem, Florence Irene,	South Framingham.
Niven, Effie Gladys,*	Concord Junction.
O'Brien, Mary Winefrede,	Norwood.
O'Connor, Mary G.,	Milford.
Ollis, Mary Alice,	Clinton.
O'Malley, Mary Agnes,	South Framingham.
O'Neil, Mary Agnes,	Newton Lower Falls.
Palmer, Annie Stewart,	Fall River.
Perkins, Sarah Caroline,	Waltham.
Philbin, Rose Elaine,	Clinton.
Prescott, Elsie Zephyr,*	West Springfield.
Riley, Hermia A.,	Needham.
Rockwell, Ethel Gessner,	Hopedale.
Sadler, Helen I,	Hopedale.
Sanderson, A. Gertrude,	Waltham.
Sargent, Ruth Ellen,	Merrimacport.
Scherer, Annie Gertrude,	Walpole.
Seddon, Belle,	Framingham.
Shaughnessy, Katherine E.,	Concord Junction.
Small, Mabel Frances,	Wayland.
Smith, Mabel Carolyn,	Somerville.
Smith, Stella Annette,	Annisquam.
Snow, Gertrude Lewis,	Fairhaven.
Snow, Mabel Dudley,	Mendon.
Steele, Eva Pratt,	South Framingham.
Stephenson, Sara,	Newton Centre.
Sullivan, Bernice Agatha,	Newton Upper Falls.
Thorn, Fannie M.,	Norwood.
Tillson, Maud Rose,*	Fall River.
Tower, Martha,*	Hudson.
Vernon, Pauline De Vere,	Auburndale.
Videto, Lilian W.,	South Framingham.
Waldow, Mary S.,	Whitinsville.
Walker, Hazel,	Natick.
Warner, Zelia Esther,*	Northampton.
Washburn, Jennie Allen,	Fall River.
Waterhouse, Caroline Mary,	Foxborough.
White, Helen Louisa,*	Newton Highlands.
Whitney, Marion,	Weston.

* In department of household arts.

SPECIAL STUDENT.

Hutchinson, Florence E., ... Framingham.

SUMMARY.

Seniors,	91
Juniors,	112
Special,	1
Total,	204

GRADUATES.—JUNE, 1905.

TWO YEARS' COURSE.

Lillian Florence Akerstrom,	East Braintree.
Edith Longfellow Allen,	Milford.
Anna Gertrude Armitage,	Wellesley.
Georgianna Lottie Barnard,	Watertown.
Agnes Hyde Bayley,*	Peacham, Vt.
Romaine Frances Blossom,	Fall River.
Alice Mildred Brown,	Framingham.
Linda Swain Burgess,	Nantucket.
Rose Mary Burke,	Leicester.
Bertha Louisa Carpenter,	Foxborough.
Leslie Caverly,	Chelsea.
Nell Frances Claflin,	Hopkinton.
Daisy May Clark,	Waltham.
Ida Ernestine Cobb,	South Framingham.
Katherine Morey Cole,	Hampden Corner, Me.
Mary Gertrude Connor,	Worcester.
Florence Edephine Crosier,	Mittineague.
Blanche Etta Curtis,	Waltham.
Maude Alice Doolittle,	Princeton.
Elsie Morris Downie,	Hyde Park.
Nellie May Farnsworth,	Hyde Park.
Edith Hyde Fay,	Somerville.
Mary Agnes Flynn,	Waltham.
Maude Lucy Fuller,	Waltham.
Bessie Gardner,	Walpole.
Bessie Talbot Goodwin,	Foxborough.
Stella Sarah Greene,*	Hadley.
Faith Priscilla Hadley,	Sudbury.
Beth Margaret Harrington,	Sudbury.
Florence M. Hayden,*	Cambridge.
Elizabeth Heatley,	Fall River.
Alice Eudora Jones,	Newton Upper Falls.
Marion Margaret Kelleher,	Holliston.

* In department of household arts.

Olive Perkins Ladd,	South Framingham.
Katherine Leonard,	Worcester.
Mabel Holmes Little,	Fall River.
Margaret Ellen McElroy,	Hopkinton.
Abigail Gertrude McKennelly,	Hopkinton.
Elizabeth Marie McNamara,	Milford.
Mary Elizabeth Ward Murphy,	Worcester.
Susan Esther Murray,	Northborough.
Ruby Harriet Newton,*	Cambridge.
Clara Jane O'Brien,*	Boston.
Florence Eva Phipps,	Waltham.
Evelyn Mary Proctor,	Northborough.
Jane Frances Rafferty,	Worcester.
Mary Emeline Richardson,	Fitchburg.
Vera Minnie Richardson,	Whitinsville.
Lida E. Rockwell,	Wakefield.
Bella J. Ross,*	Wallace, N. S.
May Evelyn Sanderson,	Waltham.
Emma Agatha Sellew,	Natick.
Lucy Edith Sullivan,	Wellesley.
Mary Lillian Swift,	Northampton.
Marion Merritt Sylvester,	Sherborn.
Lillian Theresa Thorpe,	Concord.
Ida Estelle Tilton,	Ashland.
Madge Florence Trow,	Marlborough.
Margaret Lydia True,*	Denver, Col.
Cora Frances Warren,*	Littleton.
Lydia Dunham Wentworth,	Natick.
Cassie May Whitman,	Marlborough.
Bertha Garfield Wood,	South Framingham.

* In department of household arts.

Concerning Rooms in the Boarding Halls connected with the School.

Just as soon as you decide to enter the school, if you wish to have a room reserved for you, please fill out fully the attached form, tear it off and mail it to Miss Emily Stanley, Crocker Hall, Normal School, Framingham, Mass.

Miss Stanley is the Matron and has charge of the assignment of rooms.

When the catalogue says: "Those who intend to room in one of the boarding halls must make application for a room," it does not mean that each student has a room by herself.

Owing to the large number who desire to room in one of the halls it is impossible to supply single rooms except to a very limited extent. The Seniors have the preference in the selection of single rooms.

If for any reason, at any time before the opening of the school, you are compelled to give up the room you have engaged, please be kind enough to notify Miss Stanley of your intention to do so.

It is a source of great inconvenience and oftentimes it results in a loss of students to the school when no notice is given that the room will not be wanted.

HENRY WHITTEMORE,
Principal.

Miss Emily Stanley,

Crocker Hall, Normal School, Framingham, Mass.

Please reserve for me, until otherwise requested, a room in one of the Boarding Halls, beginning September 190

Miss .....

Street Address .....

Name of City or Town .....

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